

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN LEARNING ENGLISH FOR MARITIME IN AN INDONESIAN MARITIME POLYTECHNIC

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Abstract: This study aimed to find the implementation of Contextual Teaching and Learning (CTL) in learning English for maritime in an Indonesian maritime polytechnic with the following objectives were specified to find out (1) the implementation of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic, (2) the impact to students of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic, and (3) the lecturer's perception of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic. The study used descriptive research by applying a qualitative approach. The source of data was taken from observation, recording, and interview. The data was analyzed by using the interactive model of Miles, Huberman and Saldana (2014), namely data collection, data condensation, data display, and drawing and verifying conclusions. The results of this study concluded that (1) the lecturer elaborated the implementation of CTL approach in learning English. The implementation of CTL approach had been conducted by the lecturers through connecting material and students. There are several steps of CTL implementation in the classroom was conducted in this research, they are: develop students' mind through working, finding and constructing knowledge and skills; conducting inquiry activity for all topics; develop questioning attitude of students; create learning community (learn in group); present "model" as learning role; conduct reflection in the end of meeting; and conduct authentic assessment in different ways; (2) the impacts of CTL approach in teaching and learning process are engaging students in active learning, such as to work cooperatively, critically, and creatively, as well as giving motivation to students to take a charge of their own learning and relating between knowledge and its application to the various contexts of their lives. Besides, the researcher also finds that CTL process not only gives good impact to the lecturer in terms of motivation of studying but also increase student's vocabulary and students' self confidence in speaking English practically; and (3) the lecturer has perception about CTL approach which is based on the good explanation related to CTL approach that has been prior knowledge and understanding in the profession as English lecturer. The lecturer perception about CTL approach presents type of perception that is called "self-perception".

Keyword: Contextual Teaching and Learning, English for Maritime

1. INTRODUCTION

Learning term is derived from basic word as teaching and learning process which changes someone's attitude after conducting learning process. Moreover, learning is changing process that happens to someone's attitude. In this digital era, English learning still becomes crucial topic to be learned. English lesson has been complex for all learners. Frequently, learners face problem in

learning English, particularly for non-native learners or second language learners.

English learning is not only focused on general schools/institutions, but also on specific schools, such as Maritime polytechnic. In Maritime polytechnic, English becomes specific course which is important to be taught and to be learned. It is reasonable that English words dominate each subject in book materials in every school, either general or vocational school. Knowing

the important of English has affected learners' motivation and teaching or learning strategies of the lecturer and learners should overcome the problems that they face in teaching and learning process. Besides as it is known that today's learning paradigm has changed from the old pattern, namely teacher-oriented learning, lecturer-centered instruction, toward learning that focuses on the learners, learner-centered instruction.

This paradigm shift in direction or learning tendencies ultimately changes the interaction patterns of learning in the classroom. The first pattern of learning places the learner as the only source of learning, in contrast to the second pattern of placing learners as the focus of learning. This change has been inspired by the existence of new theories and approaches in today's learning practice. On the other hand, teaching method has an important role in English teaching-learning process. One application or applied learning, based on this theory is Contextual Teaching and Learning (CTL). According to Munir & Nur (2018), learning based on CTL is a method or way of learning, or perhaps in training, characterized by real experience, a real-world experience, as a context for learners to learn critical thinking and problem-solving skills and gain knowledge. This subject includes both knowledge and action.

CTL helps the lecturers correlate the material that will be taught with situation in real world and helps the students to make relationship between knowledge and apply it in their daily activities. This method assumes that the mind naturally seeks meaning in context-that is, in relation to the person's current environment-and that it does so by searching for relationship that make sense and appear useful. The students need to understand the concept as they relate to workplace and to larger society in which they will live and work (Sears, 2001:13). CTL leads the students to acquire the

knowledge by experiencing meaningful learning, and reaching the language competence easily. Almost all of CTL principle fit English teaching and learning process. Therefore, it can be stated that CTL learning model is the learning model that integrates the materials which are taught into real context.

This model also enhances learners to make relation between their prior knowledge and the implementation in their life. CTL has some advantages, namely more meaningful, more real, productive activities, learners can build and develop their own knowledge, as well as learners not only memorize the materials but also have real experience that related to the topic. Learning in the context of CTL is not merely listening or taking note, but learning is the process of acquiring direct experience. The learners feel the experience, and develop their cognitive and psychometric.

Some experts state that giving contextual clues is important to help learners to understand unfamiliar words of English in learning. Thus, the implementation of CTL is crucial as one of the choices to help learners to understand the instructions.

Since, this study was conducted in maritime polytechnic, the application of ESP is also important. Based on the consideration above, the implementation of CTL can be related to ESP concept to enhance the learners' skills in English learning.

Regarding to the background, the researcher formulates the following research questions:

1. How is the implementation of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic?
2. What is the impact to students of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic?
3. What is the lecturer's perception of CTL approach in learning English for Maritime in an Indonesian Maritime Polytechnic?

2. LITERATURE REVIEW

2.1 The Definition and Theoretical Background of CTL Approach

Some experts define CTL as approach that helps teachers and students relate the meaning and real world situation with the subject matter in the right topic (Johnson, 2002; Sears, 2003). In other words, CTL gives choice to learners to take charge in English learning and to be more active and its application of their lives. Beside the previous definition, some researchers have argued that the constructivism philosophy is the reason why teachers choose CTL as an alternative teaching and learning approach. In this case, the learners are expected to learn through “experiencing” not by “memorizing” the subject matter.

Contextual Teaching and Learning engages students in significant activities that help them connect academic studies to their context in real life situations. By making these connections, students see meaning in school work; when students formulate projects, identify interesting problems, make choices and accept responsibility, search our information, and make conclusion. Furthermore, by providing students with fresh experiences that stimulate the brain to make new connections and consequently, to discover new meaning (Johnson, 2002).

CTL approach has some teaching strategies, which include content as a critical component. Those strategies engage students in an active learning process. The strategies can be implemented individually or in group. Furthermore, Berns and Erickson (2001) outline the teaching techniques associated with CTL as follows: cooperative learning, problem-based learning, work based learning, project-based learning, service learning and react strategies. These approaches helps the teachers connect the

material content with real circumstance, and motivates the learners to relate to the knowledge and application in their lives. CTL strategies are likewise fundamental in emphasizing critical thinking, recognizing the requirement of teaching and learning in the different context, motivating the students to study each other and employing authentic evaluation Blanchard. Additionally, some scholars found that Contextual Teaching and Learning (CTL) approach help students develop their achievement at school, also promote their critical and higher order thinking. In addition, the Washington state consortium for CTL spawned great efforts to construct teaching and learning approach, especially contextual teaching and learning approach (Hermana, 2010). There were many subjects involved in the construction of the approach, namely eleven universities, twenty schools, and some organizations in the field of education in USA.

According to Johnson (2002), there are some pillars in CTL system, namely:

- 1) CTL reflects dependent system, self reflection, team working,
- 2) CTL reflects differentiation principal respect for the uniqueness, creativity, and diversity,
- 3) CTL reflects self organization, student-centered, fun learning, and direct feedback.

It has been stated in some definitions that the philosophical background of CTL is constructivism. This philosophy states that learning is not merely memorizing. The students must construct the knowledge on their own mind. The knowledge cannot be separated into separated facts, but should reflect applicable skills. Constructivism is originally derived from pragmatic philosophy by Dewey (2009) in the 20th century that is learning philosophy which state to interest development and students' experiences.

2.2 The Principle of CTL

According to Johnson (2002), Contextual Teaching and Learning (CTL) has some principles, they are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

First, constructivism is the process of building and arranging new knowledge in the cognitive structure of students based on the students' experiences. Thus, the knowledge is shaped by the objects of observations and the skills of the subjects to interpret the objects. Based on constructivism principle, an individual learner must actively build knowledge and skills. However, all advocates of constructivism agree that it is the individual processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. In the classroom teaching learning process, the application of constructivism are applied in five step of learning: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

Second, inquiry is the process of learning which is based on the achievement and finding through systematic thinking process. Inquiry is a complex idea that means many things to many people in any context. Inquiry is asking, asking something valuable that is related to the topic of discussion. Inquiry is defined as a seeking for truth, information or questions by questioning. There are several steps that should be followed in this process: formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report, and table) and communicating and presenting the result of data to the readers, classmates, and other audience. In other words, generally, inquiry process can be conducted by several

steps, namely state the problem, propose the hypothesis, collect the data, test the hypothesis, and draw a conclusion. This inquiry process can build the rational thinking and creativity of students.

Third, questioning is the main part of learning and finding knowledge in CTL model. Questioning is the mother of contextual teaching and learning, the beginning of knowledge, and the important aspect of learning. The teacher asks to the students before, during, and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring students' curiosity, focusing student attention, and refreshing students prior knowledge. Therefore the teachers do not merely deliver the information but also attract students to make a question in order that the students can find their own answer.

Fourth, learning community is based on the theory of Vygotsky that is knowledge and experience of students are shaped and built by the communication with other people. Thus, in CTL model, learning result can be achieved by sharing among other students and teachers. Learning community enables students to get and share information with the members of the community or group. Learning community is done with the purpose of (1) discussing something to share the idea and experiences; (2) working together to solve the problem; and (3) being responsible for each member within the learning group.

Fifth, modeling is the learning process through demonstration examples that can be followed by students. This component is important to avoid verbalism and abstract-

theoretical knowledge. On the other words, modeling is verbalization of ideas. Teacher demonstrates to students to study and to act what the teacher need to implement by students. Modeling activity can be summarized into demonstrating teacher's opinion and demonstrating how the teacher wants the students to learn.

Sixth, reflection is the process of knowledge accumulation/collecting which has been learned through ordering and evaluating the learning activities to gain better understanding whether positively or negatively. Hence, reflections is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that have just received. Teacher needs to do the reflections at the end of teaching learning process. At the end of teaching learning process, teacher spends a little time asking students to do reflection.

Last, authentic assessment is a procedure of achievement in the CTL. Performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessment of students' performance, but also students can be extremely effective at monitoring and judging their own language production. This component is the process that is conducted by the teachers to gain the information about students learning progress. This assessment is useful to figure out whether students have understood the information or not. Since assessment emphasizes learning process and cannot be evaluated in the end of period (semester), but is conducted unseparately from learning activity. Meanwhile, authentic assessment has some characteristic which include: (1) involving real world experience;

(2) allowing access to information; (3) encourages the use of computer; dictionary and human resources; (4) engaging the students by relevance; (5) using open-ended format; (6) including self-assessment and reflection; (7) warranting effort and practice, (8) identifying strength to enable students to show what they can do; and (9) making assessment criteria clearer to students.

2.3 The Steps or Stages of CTL Instructional

For instructional processes to be CTL, learning must be extended across disciplines so that students gain a real-life perspective. They see how the knowledge and skills relate to their lives either now or in the future. Real-world situations and problems rarely represent only one discipline. The intent is also for the level of learning to rise so the students can better understand life situations (e.g., those presented at the workplace), identify and effectively solve problems, make wise decisions, and think creatively (Berns & Erickson, 2001).

Briefly, there are several steps of CTL implementation in the classroom according to Sugianto (2008: 170), they are: develop students' mind through working, finding and constructing knowledge and skills; conducting inquiry activity for all topics; develop questioning attitude of students; create learning community (learn in group); present "model" as learning role; conduct reflection in the end of meeting; and conduct authentic assessment in different ways.

As it was explained in advance that this CTL requires learners to deal with what they already know and what they do not know yet (Silberman as cited in Munir & Nur, 2018). This situation invites them to ask questions, do research, and determine what action will be taken. The following steps are

one troubleshooting model. In the first stage, to the learner presented the problems or questions unstructured (ill-structure problem). According to Lepinski as cited in Munir & Nur (2018), the following stages of problem-solving are: 1) conveying ideas, 2) known facts presentation, 3) learning issues, 4) formulating action plans, and 5) evaluation.

Stage 1: Conveying Ideas. At this stage, brainstorming takes place. Students record all the list of problems (ideas) to be solved. They are then invited to review the ideas presented or examine the importance of the relevance of the ideas with regard to the problem to be solved (actual problems, or issues relevant to the curriculum), and to determine the validity of the problem for working through the problem.

Stage 2: Known Facts Presentation. At this stage, the learners are invited to list a number of supporting facts in accordance with the proposed problem. This stage helps clarify the difficulties raised in the problem. This stage may also include the knowledge that the learners already have with regard to specific issues, such as violations of ethical codes, conflict resolution techniques, and so on.

Stage 3: Learning Issues. The learners are asked to answer the question, "What do we need to know to solve the problems we face?" After conducting discussions and consultations, they conduct research and gather information. Learners look back at the initial ideas to determine which ones can still be used. Often, when learners present problems, they find new ways to solve problems. Thus, it can be a process or action to eliminate unbreakable ideas or otherwise ideas that can be used to solve problems.

Stage 4: Formulating Action Plans. At this stage, learners are invited to develop an action plan based on their findings. This action plan is something they will do or in

the form of a recommendation suggestions to solve the problem.

Stage 5: Evaluation. This evaluation stage consists of three things: 1) how learners and evaluators evaluate the product (outcome) of the process, 2) how they apply the CTL stages to work through problems, and 3) how learners will convey the knowledge of the CTL outcome or as a form their accountability.

3. METHODOLOGY

In this study, the researcher used descriptive research by applying a qualitative approach that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. According to Ary et al. (2002), descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic features. Descriptive research determines and describes the way things are (Gay, Mills & Airasian, 2012). Descriptive research is aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research such as attitude, perception, motivation, action, etc, in holistic way, and by describing it in words and language, on expected particular context and by using such kinds of accepted method. Descriptive data is usually collected by questionnaire surveys, telephone surveys, interviews, or observation.

This research was conducted at one of Maritime Polytechnic in Makassar that is Politeknik Pelayaran (Polteknepel) Barombong which is located at Jl. Permandian Alam No.1, Barombong, Makassar, Sulawesi Selatan, in Indonesia. Research subject is a person who is the objects of research being investigated. Referring to the research subject, Arikunto (2006:200) states that research subjects are objects, things or organizations where research data or

variables inherent issue. None of the research conducts in the absence of research subjects, because as it has been known that implementation of the research due to problems that have been solved, the intent and purpose of the research is to solve the problems that arise. This is conducted by collecting data as much as possible from the subjects. The subject in this research is an English lecturer. An English lecturer that became the subject that help the researcher to find out the implementation of CTL in learning English for Maritime at one of the Maritime polytechnic in Makassar. The subject was taken by applying a purposive random sampling technique. The criteria for the prospective subject are the lecturer who taught Maritime English and had been implemented the CTL approach in teaching and learning process. The data were collected from the subject until all the objectives were achieved. The number was considered appropriate, as there was no more new information acquired from subject.

4. FINDINGS AND DISCUSSION

The researcher describes the result of data analysis and discusses it based on the result of observation and interview. These findings answer the research questions in this study.

4.1 The implementation of CTL approach in learning English for Maritime

There are several steps of CTL implementation in the classroom according to Sugianto (2008: 170), they are: develop students' mind through working, finding and constructing knowledge and skills; conducting inquiry activity for all topics; develop questioning attitude of students; create learning community (learn in group); present "model" as learning role; conduct reflection in the end of meeting; and conduct

authentic assessment in different ways. It has been stated that CTL requires learners to deal with what they already know and what they do not know yet. This situation invites them to ask questions, do research, and determine what action will be taken. The following steps are one troubleshooting model. In the first stage, to the learner presented the problems or questions unstructured (ill-structure problem). Some experts describe the following stages of problem-solving are: 1) conveying ideas, 2) known facts presentation, 3) learning issues, 4) formulating action plans, and 5) evaluation.

According to the interview result, CTL approach is implemented by lecturer in teaching and learning English. This concludes that the lecturer is not merely good at understanding about CTL approach but lecturer applies this approach in the classroom. It can be seen in the explanation below.

Extract 1:

"Yes, know and apply CTL in my Class "

"Fine, first of all what I did was I prepared the material first, for example the Parts of Ship material. This material is what I will bring in class. After everything is ready, I check the attendance list of cadets and make sure they are all ready to learn. I will display the Parts of Ship material on the screen because it will show the cadet a picture of a ship along with the name and parts inside. After that I show and explain to the cadets what parts are on the ship along with their names, after a while I will ask them if there is something unclear, after that I will display the ship again, but this time the picture of the ship that the parts haven't been named yet ... after that I will test cadets to go up and show the part and name of the ship that I mentioned, if this happens usually the

class will be a little noisy because they will laugh at their friends who answer wrongly, although I will still appreciate them which is still wrong answer, because at least they have the courage to come forward and this also so that they do not lose their enthusiasm to keep learning, after that I will repeat my explanation briefly from the beginning to them. If I see in class there are some cadets who are bored, usually I will give the game before giving them assignments at the end of the meeting. The assignment I will give is "Match the words on the left with definitions on the right" and be done before the final meeting.

(Interview 1: English lecturer)

The explanation above describes that the implementation of CTL occurs in the teaching and learning process. The lecturer applies CTL process through some steps; they are preparing the material, showing the topic of learning, explaining the topic, encouraging the students by asking some questions. It can be seen through the explanation of the lecturer that encouragement gives good feedback to students. The lecturer also tries to motivate students to make them keep learning and feel enthusiast to study English. The boredom is the obstacle and challenge in learning process but the lecturer anticipates the problem by giving an educative game before doing assignment.

The observation was conducted at Nautika Class second grade in October 2019 at Poltekpel Barombong. During the observation, the researcher acted as an observer. The researcher took part in the teaching and learning process and did any interactions also with the students during the learning and teaching process; the main focus of the observation was to analyze the application of contextual teaching and learning approach in learning English. In the

observation, there were 27 students in the second grade A of Nautika Class.

At the beginning of the teaching and learning process, after responding the student's attendance list, and then told the students about the topic that they were going to learn. The students enthusiastically answered the lecturer question, in other side; some students looked shy to express their idea when the lecturer asked them some questions. The lecturer also gave reward such as praising or claps hands to the studding who could answer the question well.

Asking and questioning were strategies to construct student's mind. Although, sometimes some material has been learnt before, but students still were difficult to recall what they have learnt. Therefore, the lecturer gave reinforcement and some review about previous topic. The lecturer applied CTL approach to teach main skill of English (Speaking, Reading, Writing and Listening). In enhancing students' vocabulary, the lecturer allowed the students to look up unfamiliar words to look at the translation of the words.

This CTL approach taught students how to correlate skill of English in every topic with daily life in order that the students will have experience in practicing English in their daily life. In learning and teaching process, lecturer also measured students' knowledge through giving many varieties of task. Occasionally, students got difficulty in doing activity and lecturer gave students opportunity to ask lecturer about their difficulty. The lecturer found some obstacles and challenges in teaching process such as students looked bored, chatted with their friends, made joke, laughed each other, students did not focus on the topic and less concentration. The lecturer walked around the classroom to ensure all the classroom activity run well.

Discussion was also conducted by students during learning process. The lecturer asked students to make a group in order that train the students to work together and to create more responsibility to their work. This group discussion also trained students a learning community.

This learning community is appropriate to be applied because this is one of the CTL components. Learning community taught students could share their experience each other, made decision, listened to each other, supported and helped each other. At the same time, this activity led the students to learn how to main social interactions in reality indirectly.

Involving all students in the discussion was the challenging in group discussion. Some of them just sat in their group. Walking around was conducted by the lecturer to control all the groups that were doing task, frequently, the lecturer explained by giving some examples and finds cut students comprehension. The implementation of CTL approach in learning process, especially in group discussion will create students motivation. However, the class became noisy but the students were more active.

CTL approach engage students to discuss/talk more about their experience in daily life. The lecturer also motivated students intrinsically by giving opportunity to express students' emotions. Some students were active and motivated in learning by using CTL approach because they can express their idea. In other side, few students looked still had less motivation in learning. The lecturer also gives praise to students who were active. At the end of teaching and learning Process, the lecturer gave appreciation, thanked and led the students to understand the lesson.

The lecturer used some steps to implement the CTL method in the teaching and learning process in order that the lecturer

could see the impact of the implementation of the method. It is stated in the interview result:

Extract 2:

Interviewer : How do you apply CTL approach in the classroom?

Lecturer : Usually I use this method with some objects to connect between the material and the students.

Interviewer : What are the steps of CTL model in the classroom?

Lecturer : The first, prepare the object relating to material which was to be presented to the students, and explain it. The second explain the benefit of material. The last give reflection to the students.

(Interview 2: English lecturer)

The date from interview indicates that the CTL approach is not unfamiliar for the lecturer but almost frequently applied in teaching English. As stated below:

Extract 3:

"I apply CTL in my class"

"I usually use this method with some objects to connect between the material and the Students"

(Interview 1: English lecturer)

Regarding to the statements above, it shows that CTL approach is not used as another option or alternative way to teach but CTL approach eventually become the best strategy to teach English through connecting material and students.

Connecting the material to the students is appropriate concept which is stated by some experts that CTL approach. It helps lecturer and students relate the meaning and real situation with the subject matter. Through this concept, the students also are expected to experience not to

memorize the subject matter. It can be shown by the explanation from interviewee when asked about the way to connect student's experience.

Extract 4:

"I give opportunity to students to work autonomously, it means that the strategy wants the students more critical and Creative"

(Interview 1: English lecturer)

The statement above describes that learning is not merely memorizing but the student should learn critically and creatively. As can be seen in the philosophy background of CTL approach that is constructivism theory, where the students must construct and build the knowledge and connect the subject matter in their own based on the student's experience. Therefore, the students are more active in the class activity, more critical, lecturers are more creative, and at the end the classrooms are full of creative work, creative learning and creative teaching.

The implementation of CTL approach indicates that the knowledge cannot be separated into separated facts, but must reflect applicable skills. In the process of teaching through CTL approach, it is necessary also to consider steps in order that the teaching process can be applied well. Regarding to the steps, the interviewee also used some steps to conduct CTL approach. It can be displayed by statements below:

Extract 5:

"The first, prepare the object relating to material which was presented to the students and explain it."

"The second, explain the benefit of material"

"The last, give reflection to the students"

(Interview 1: English lecturer)

The statements above shows that the lecturer applies CTL approach through three main steps they are preparing, explaining and giving reflection. The first step, preparing object relating to material, this step indicates that object preparation is related to Constructivism component in CTL approach, in this case, the lecturer tries to build and arrange new knowledge in the cognitive structure of students based on the students' experience.

In the preparing step, the subject matter is shaped by the object of observation and the skills of the students to interpret the objects. Interpreting object engage students to learn the subject matter based on inquiry learning process. This process shows the process of learning which is concerned to the achievement and finding through systematic thinking process.

Next, in the second step, explaining the material, the lecturer delivers the subject matter to create learning community. Learning community is the component of CTL approach to engage students and teachers/lecturers sharing each other. The explaining material also refers to modeling concept in the CTL Component where the subject matter is delivered through demonstrating examples that can be followed by student.

For the last step that is applied by the lecturer is giving reflection to students, in this step, the knowledge was collected and learned through ordering and evaluating the learning activities to get better comprehension positively. The goal of this step is the interest of reflection/introspection to improve skill and become well prepared for the next lesson.

4.2 The impact to students of CTL approach in learning English for Maritime

The implementation of CTL approach in teaching and learning process engages

students in active learning. The students are engaged to work cooperatively, critically and creatively. As it can be seen in the statement below:

Extract 6:

“The impact that I have seen in the field is that there is progress in speaking skills considering that at the time of the first meeting there were only a few of them who dared to speak, in other cases there was also an increase in vocabulary knowledge that they knew mainly in English vocabulary maritime, that’s why in every meeting they never forget to bring a common English and maritime dictionary, and I also always tell them to always open the dictionary every time they find a new word, at least this can also encourage cadets to read. In other respects I also think that the more vocabulary they know, the more motivates them to dare to speak, because my important principle is they dare to speak first.”

“As I’ve said before, this methods involves more creatively and critical students.”

(Interview 1 English lecturer)

According to the transcription above, the lecturer feels the positive effect of implementation of CTL in learning process. During the process, it can be seen above that there is good progress from students in terms of speaking skill. Besides that, the students’ vocabulary is getting increased particularly in maritime English vocabulary. The lecturer also encourages the students to read through giving a habit to students to bring dictionary. Finding a new word in every meeting give student’s motivation and make them brave to speak English in the class. In order that, the students are more confident to speak because they have already got more vocabularies.

The outcome of CTL implementation above indicates that being creative and being

critical are the characteristic of CTL approach where students are trained to be more active and teachers/lecturers are expected to be more creative in teaching and learning process. The Explanation above is also supported by the lecturer’s and student’s statement below:

Extract 7:

“Many ma’am, at first I did not really like learning English because it was difficult to read, but because of this, HWN is a good way to teach, Ma’am. HWN always gives motivation when this lesson is useful when you ship, in class, often also given practice or discussion so I’m not embarrassed anymore if I want to talk, because Mrs. HWN also always directs to open the dictionary if there are words that don’t tell mom ... so there are quite a lot of vocabulary in English maritime I know mom ...”

(Interview 1 student)

The implementation of CTL is not only gives impact for lecturer but also for students. The transcription above explains that the students get good impact in the learning process. Firstly, for students, English is not quite impressive learning for them because they have difficulty in reading English text. The lecturer applied CTL in a good way through discussion and practice directly gives them motivation to speak. He doesn’t feel embarrassed anymore to talk because they have quite a lot of vocabularies to be practiced.

The CTL approach, in this case, also has strengths and weaknesses in its application. In this research, the lecturer also described some the strengths and weaknesses in the implementation of CTL approach it is transcribed as follow.

Extract 8:

“The strengths, give motivation to students to take a charge of their own learning and to relate between

knowledge and its application to the various contexts of their lives” “The weakness, lecturer more intensive in the lead, because lecturer no longer serve as a center of information”

“I’m bored too, yes, ma’am ... or sleepy, especially if you have been sent to the new class, hehehe ... but if there is something like that, usually HWN tells cadets to go to the bathroom to wash their faces or sometimes Mrs. HWN gives them a game or funny story, Mom ..”

(Interview 1 student)

The strength above shows that learning process is more real and meaningful. The students are emphasized to participate in class activity and to correlate the subject matter in their life. Hence, the students understand the relation between experience of learning and real life. The weakness of CTL above implies that the students sometimes face boredom in learning activity.

The most important strength of CTL is that it provides an opportunity for learners to solve problems according to individual ways or learning styles (visual, auditee, kinesthetic) and by type of intelligence (plural intelligence). Gardner (2006) stated that multiple intelligences are ways of developing intellectual ability. By knowing each individual learning style (learners), we are expected to help adjust to the approach we use in learning.

The productivity of learning is also positive impact of CTL approach. The productivity of learning was shown by giving motivation in order can enhance the students to find their own knowledge. CTL approach does not only have strengths but also has weaknesses, in this research, the weakness was explained above in the transcription of interview. Based on the interview result, it was stated that the

teacher/lecturer was more intensive in leading the class activity. Hence, it can be considered that full leading or too much guiding for the students will make the position of the lecturer is not as information center for students anymore because the lecturer give their full attention in guiding. As result, the lecturer is not the center point as instructor but has been already changed into as guide.

The contextual teaching and learning as a concept has strength that is to help the lecturer and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for lecturer and students in teaching learning process. Contextual teaching and learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. The other benefits are it can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity. The last benefit is it can strengthen students’ memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. In other words, they relate their prior and new knowledge to get new understanding. So, they will easily remember, recall, and comprehending the material. Contextual Learning is very important because: It highlights problem-solving. It understands the need for teaching and learning in many contexts – home, community, and work sites. It teaches students take control over their learning helps them to become independent learners.

4.3 The lecturer’s perception of CTL approach in learning English for Maritime

Regarding the implementation of CTL in teaching and learning process, the term of perception in this research will be defined as how the lecturers think of that CTL and how they think the implementation of CTL that they applied as well as how they think the impact of CTL in the teaching and learning process. In theory of perception, there are two types of related theories. They are the self-perception and the cognitive dissonance theory. First, the self-perception theory, inspired by Skinner (2013) that when individuals come to “know” or better understand their own attitudes, emotions, and other personal states mostly by concluding them from observing their own behavior and situations in which this behavior occurs. Second, the cognitive dissonance theory is a person having two thoughts that contradict each other. According to Festinger (1962), the existence of dissonance causes the individual to be psychologically uncomfortable, which then allows the individual to try to remain constant in his/her thoughts. Therefore, Personal characteristics, such as past experience (learning) and motivation, may also affect the way stimuli are perceived.

Perception is the way to recognize and to interpret information that has been gathered through sense. Perception also includes how to respond a certain situation with information that has been given. In this research, based on the interview result, the researcher interprets that the lecturer has knowledge about CTL approach and the students also understand well about CTL. It can be shown by the statement below:

Extract 9:

R: Alright, I'll explain briefly about this CTL. CTL is one of the models in teaching that is used by lecturers in the class by the way the lecturer brings material that is related to your daily life in the future. For example, here

the lecturer brings the Parts of Ship material, something like this is related not to your life later on the ship?

I: Ready, related mom ...

R: Is it useful not to ship later?

I: Ready very useful mom ...

R: Ok, well, so I guess you understand here about CTL Tar?

I: Ready, God willing, understand mom ..

R: Well do you think lecturers in the class use this kind of teaching model or not?

I: Ready, yes ma'am ... this is how to teach Mrs. HWN in class. Almost all of the material is about life on board, although sometimes there is also grammar.

(Interview Maritime Students)

“Yes I know, CTL is an approach or perspective to teaching and learning that recognize and addressed to situation nature of knowledge.”

(Interview 1 English lecturer)

The lecturer also gives more explanation related to CTL approach that has been prior knowledge and understanding in lecturer's profession as English lecturer. The explanations can be described as follow:

Extract 10:

“I think CTL approach is one of method teaching and learning that have a great way, because this method makes the students more interested with the lessons and have connecting with material and this real life.”

“CTL is one of strategy in teaching and learning have the integration of knowledge into real life application, the process relating classroom subjects with the real world.”

(Interview 1 English lecturer)

All the transcriptions above show that the lecturer has good perception to describe the knowledge about CTL approach.

Regarding to perception theory by psychology professor, Yolanda William, relates the perception with the sense to recognize something that allow people to process the information. The description above shows the lecturer tries to process the information about CTL in the sense and tries to discover and to respond the situation.

Based on the interview data, the researcher found that the lecturer had prior knowledge about CTL approach and applied that approach in teaching and learning process.

According to the interview result, the lecturer said that CTL approach is frequently used in teaching and explained some step were used in applying CTL approach. Moreover, in the interview result, the lecturer gave some explanations. About the impact of CTL approach include the strengths and weaknesses.

As seen during the observation that the students were more involved in learning process. The CTL approach is suitable and relevant to be applied because it is related to the students experience in daily life. Besides that, the lecturer said that CTL approach engaged students to work creatively and to think critically. As seen in the statement of the lecturer in interview result below:

Extract 11:

"I think CTL approach is one of method teaching and learning that have a great way, because this method makes the students more interested with the lessons and have connecting with material and this real life."

"CTL is one of strategy in teaching and learning has the integration of knowledge into real life application, the process relating classroom subjects with the real world."

(Interview 2 English lecturer)

The strength of CTL method also is stated by the lecturer in interview result, as follows:

Extract 12:

"Interviewer: how is the result of CTL implementation in teaching and learning process?"

Lecturer : as I've said before, this method involves more creatively and critical students

Interviewer : what are the effects of CTL for teacher and students?

Lecturer : The teacher more easily to deliver the material to the students, and the students more critical and creative

Interviewer : What are the strengths and weaknesses of CTL implementation in the classroom?

Lecturer : The strength, give motivates the learner/ students to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

(Interview 2 English lecturer)

Despite the strength, CTL method also has weaknesses and obstacles to be applied in the classroom during teaching and learning process. It can be said by the lecturer in the interview transcription below:

Extract 13:

Interviewer: What are the strengths and weaknesses of CTL implementation in the classroom?

Lecturer : - the strength, give motivates the learner/ students to take a charge of their own learning and to relate between knowledge and its application

to the various contexts of their lives

- The weakness, lecturers more intensive in the lead, because lecturers no longer serve as a center of information

Interviewer : are there any challenges in applying CTL approach? If any how to solve the challenges?

Lecturer : yes, there any challenges, sometimes the students are not focus with the object/ model, because of that the students feel bored or sleepy. To solve these problems I usually give ice break to them, kits makes the students more excited and interested.

(Interview 2 English lecturer)

Another strength of the application of CTL is the development of critical thinking skills (critical thinking skills). Students are engaged to develop ways of finding (discovery), questioning, articulating, explaining or describing considering or making considerations, and making decisions. Thus, learners apply a process of work through a real situation, a situation that contains student experience.

CTL model has some characteristics which give several strengths in learning and teaching process such as team working/cooperation, supporting each other, fun activity, enthusiasm in learning, integrated study, using different sources, students are active in the class, sharing each other, students are critical, lecturers are creative, and classroom are full of creative works.

5. CONCLUSION

The researcher draws conclusion, as follows: First, the researcher concludes that

the lecturer applied CTL process through main steps, they are preparing the material, showing the topic of learning, explaining the topic, asking some questions. The lecturer encouraged students by giving good feedback to students and connecting the topic of learning to real life. In applying CTL, The lecturer motivated students in order that they keep learning and feel enthusiast to study English. Second, the researcher finds that the impacts of CTL approach in teaching and learning process are engaging students in active learning, such as to work cooperatively, critically, and creatively, as well as giving motivation to students to take a charge of their own learning and relating between knowledge and its application to the various contexts of their lives. Besides, the researcher also finds that CTL process not only gives good impact to the lecturer in terms of motivation of studying but also increase student's vocabulary and students' self confidence in speaking English practically. The last, the researcher concludes that the lecturer has perception about CTL approach which is based on the good explanation related to CTL approach that has been prior knowledge and understanding in the profession as English lecturer. The lecturer also reacts to situation or behavior of the lecturer toward that situation in terms of CTL comprehension. The lecturer's perception about CTL approach presents type of perception that is called "self-perception". This type shows that when individuals come to know or better understand mostly affected by their own behavior and situation.

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